Educator Preparation Institutional Report Card for Performance on Required Content Knowledge and Pedagogy Tests

and

Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

for

Auburn University Montgomery

Administerd by the Alabama State Department of Education

September 2019

Report Card and Survey Information

Educator Preparation Institutional Report Card

Performance on Required Content Knowledge and Pedagogy Tests

To earn an Alabama educator certificate, based on completion of a traditional approach, an applicant must complete an approved program with a prescribed grade point average (GPA) and meet assessment requirements. Prior to September 1, 2018, assessment requirements included a written test of pedagogical knowledge, Principles of Learning and Teaching (PLT), and a Praxis content test specific to the teaching field or subject for which certification is sought. Effective September 1, 2018, edTPA, a performance assessment, replaced the PLT. No exceptions are made with regard to these requirements.

Responses to the First-Year Teacher Survey created by the

Alabama Association of Colleges for Teacher Education

Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2017-2018 school year, completed an Alabama State Board of Education-approved undergraduate (Class B) or alternative master's degree (Class A) program leading to their first or initial Professional Educator Certificate. A companion survey was administered electronically to the employers of those first-year teachers. Data provided in this report include a summary of survey categories and the percentage of first-year teachers who strongly agreed, agreed, disagreed, or strongly disagreed that their program prepared them to teach successfully. The data also provide the percentage of employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher.

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Program Information

Program Approval & Accreditation

Programs Are Approved	Yes
Programs Are Accredited	Yes

Number of Class B Certificates Earned	Number of Class A Certificates Earned
116	33

Nationally Recognized Programs

Class B	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
Class A	Early Childhood Education	National Association for the Education of Young Children
	English Language Arts	National Council of Teachers of English
	Physical Education	National Association for Sport and Physical Education
	School Counselor	Council for Accreditation of Counseling and Related Educational Progr
	Technology Education	International Society for Technology in Education

Performance on Required Content Knowledge and Pedagogy

Auburn University Montgomery - Class B - Principles of Teaching and Learning

X - Either an inactive program or no program in the specifiec area

Subject	Subtest	Number of Test Takers	Number Passed After One Attempt	Percent Passed After One Attempt	Number Passed After Two Attempts	Percent Passed After Two Attempts	Number Passed After Three+ Attempts	Percent Passed After Three+ Attempts
Early Childhood Education	Early Childhood Education	34	33	97%	1	3%	0	0%
Elementary Education	Elementary Education	40	39	98%	1	2%	0	0%
English Language Arts	English Language Arts	8	7	88%	1	12%	0	0%
Health/Physical Education	Health/Physical Education	11	7	64%	2	18%	2	18%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	6	86%	1	14%	0	0%
Special Education	Special Education	12	11	92%	1	8%	0	0%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	116	Class B	Early Childhood Education	National Association for the Education of Young Ch		
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English		
			Physical Education	National Association for Sport and Physical Educati		

^{* -} Information not reported for less than five test takers

Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Class B - IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Early Childhood Education	Early Childhood Education	34	30	88%	2	6%	2	6%
	Teaching of Reading	34	28	82%	4	12%	2	6%
Elementary Education	Multiple Subjects: Reading	40	32	80%	10	20%	0	0%
	Teaching of Reading	40	36	90%	2	5%	2	5%
Health/Physical Education	Health/Physical Education	11	9	82%	2	18%	0	0%
Special Education	Core Knowledge/Application	13	11	85%	2	15%	0	0%
	Early Childhood Education	*	*	*	*	*	*	*
	Multiple Subjects: Reading	8	8	100%	0	0%	0	0%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs				
Programs Are Approved Yes	116	Class B	Early Childhood Education	National Association for the Education of Young Ch		
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English		
			Physical Education	National Association for Sport and Physical Educati		

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Performance on Required Content Knowledge and Pedagogy

Auburn University Montgomery - Class B - NOT IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Mathematics	40	32	80%	3	8%	5	12%
	Multiple Subjects: Science	40	27	68%	9	22%	4	10%
	Multiple Subjects: Social Studies	40	22	55%	10	25%	8	20%
English Language Arts	English Language Arts	8	8	100%	0	0%	0	0%
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	*	*	*	*	*	*	*
Social Studies	Social Studies	7	3	43%	0	0%	4	57%
Special Education - Multip	Multiple Subjects: Mathematics	8	7	88%	0	0%	1	12%
Special Education - Multip	Multiple Subjects: Science	8	7	88%	0	0%	1	12%
Special Education - Multip	Multiple Subjects: Social Studies	8	7	88%	0	0%	1	12%

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally	Nationally Recognized Programs					
Programs Are Approved Yes	116	Class B	Early Childhood Education	National Association for the Education of Young Ch				
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English				
			Physical Education	National Association for Sport and Physical Educati				

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Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Class B - edTPA

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
Languages Other Than En	World Language	*	*	*	*	*	*	*
Middle School Mathemat	Mathematics	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug	English Language Arts	*	*	*	*	*	*	*
Secondary General Social	Geography/History/General Soci	*	*	*	*	*	*	*
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class B Certificates Earned	Nationally Recognized Programs					
Programs Are Approved Yes	116	Class B	Early Childhood Education	National Association for the Education of Young Ch			
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English			
			Physical Education	National Association for Sport and Physical Educati			

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Performance on Required Content Knowledge and Pedagogy

Auburn University Montgomery - Alternative Class A - Principles of Teaching and Learning

X - Either an inactive program or no program in the specifiec area

		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	Number Passed After Three+	Percent Passed After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Early Childhood Education	Early Childhood Education	8	7	88%	1	12%	0	0%
Elementary Education	Elementary Education	8	7	88%	1	12%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	5	5	100%	0	0%	0	0%
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned Nationally Recognized Programs			
Programs Are Approved Yes	33	Class A	Early Childhood Education	National Association for the Education of Young Ch
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English
			Physical Education	National Association for Sport and Physical Educati
			School Counselor	Council for Accreditation of Counseling and Relate
			Technology Education	International Society for Technology in Education

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Performance on Required Content Knowledge and Pedagogy

Auburn University Montgomery - Alternative Class A - IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Early Childhood Education	Early Childhood Education	8	8	100%	0	0%	0	0%
	Teaching of Reading	8	5	63%	3	37%	0	0%
Elementary Education	Multiple Subjects: Reading	8	5	63%	2	25%	1	12%
	Teaching of Reading	8	5	63%	3	37%	0	0%
Health/Physical Education	Health/Physical Education	*	*	*	*	*	*	*
Special Education	Core Knowledge/Application	*	*	*	*	*	*	*
	Multiple Subjects: Reading	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally	ionally Recognized Programs		
Programs Are Approved Yes	33	Class A	Early Childhood Education	National Association for the Education of Young Ch	
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English	
			Physical Education	National Association for Sport and Physical Educati	
			School Counselor	Council for Accreditation of Counseling and Relate	
			Technology Education	International Society for Technology in Education	

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Performance on Required Content Knowledge and Pedagogy

Auburn University Montgomery - Alternative Class A - NOT IN ED Praxis Content Tests

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Elementary Education	Multiple Subjects: Mathematics	8	4	50%	2	25%	2	25%
	Multiple Subjects: Science	8	7	88%	1	12%	0	0%
	Multiple Subjects: Social Studies	8	7	88%	1	12%	0	0%
English Language Arts	English Language Arts	*	*	*	*	*	*	*
Mathematics	Mathematics	*	*	*	*	*	*	*
Performing Arts	Performing Arts	*	*	*	*	*	*	*
Sciences	Sciences	5	3	60%	1	20%	1	20%
Social Studies	Social Studies	*	*	*	*	*	*	*
Special Education - Multip.	Multiple Subjects: Mathematics	*	*	*	*	*	*	*
Special Education - Multip.	Multiple Subjects: Science	*	*	*	*	*	*	*
Special Education - Multip.	Multiple Subjects: Social Studies	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned Nationa		ally Recognized Programs			
Programs Are Approved Yes	33	Class A	Early Childhood Education	National Association for the Education of Young Ch		
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English		
			Physical Education	National Association for Sport and Physical Educati		
			School Counselor	Council for Accreditation of Counseling and Relate		
			Technology Education	International Society for Technology in Education		

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Educator Preparation Institutional Report Card Performance on Required Content Knowledge and Pedagogy Auburn University Montgomery - Alternative Class A - edTPA

X - Either an inactive program or no program in the specifiec area

							Number Passed	Percent Passed
		Number of Test	Number Passed	Percent Passed	Number Passed	Percent Passed	After Three+	After Three+
Subject	Subtest	Takers	After One Attempt	After One Attempt	After Two Attempts	After Two Attempts	Attempts	Attempts
Career & Technical Educa	Career & Technical Education	*	*	*	*	*	*	*
Early Childhood Education	Early Childhood	*	*	*	*	*	*	*
Elementary Education	Elementary	*	*	*	*	*	*	*
English for Speakers of Ot	English as an Additional Language	*	*	*	*	*	*	*
Languages Other Than En	World Language	*	*	*	*	*	*	*
Performing Arts Education	Performing Arts/Visual Arts	*	*	*	*	*	*	*
Secondary English Langug	English Language Arts	*	*	*	*	*	*	*
Secondary General Social	Geography/History/General Soci	*	*	*	*	*	*	*
Secondary Health Educati	Health Education	*	*	*	*	*	*	*
Secondary Mathematics	Mathematics	*	*	*	*	*	*	*
Secondary Physical Educa	Physical Education	*	*	*	*	*	*	*
Secondary Science	Biology/Chemistry/General Scien	*	*	*	*	*	*	*
Special Education	Special Education	*	*	*	*	*	*	*

Program Approval & Accreditation	Number of Class A Certificates Earned	Nationally I	Recognized Programs	
Programs Are Approved Yes	33	Class A	Early Childhood Education	National Association for the Education of Young Ch
Programs Are Accredited Yes			English Language Arts	National Council of Teachers of English
			Physical Education	National Association for Sport and Physical Educati
			School Counselor	Council for Accreditation of Counseling and Relate
			Technology Education	International Society for Technology in Education

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Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

Auburn University Montgomery - Teacher Response

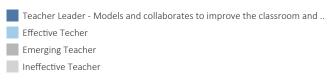


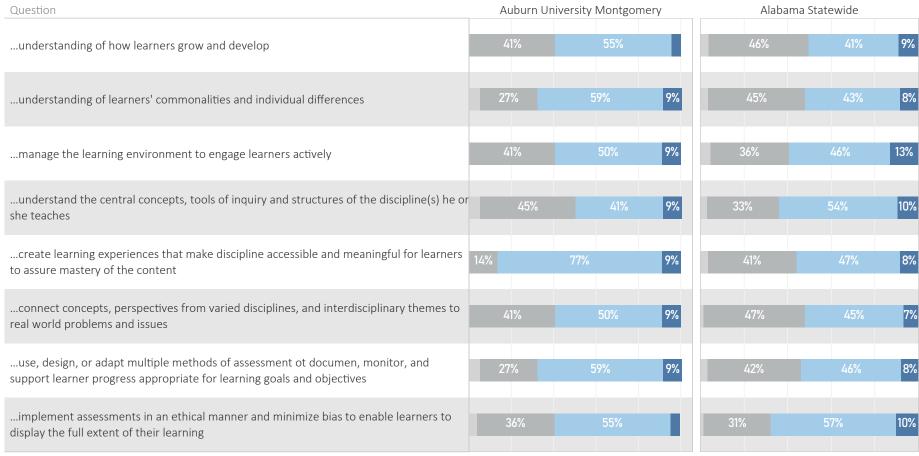
Question	Auburn Universit	ty Montgomery	Alabama Statewide		
understanding of how learners grow and develop	44%	52%	53%	43%	
understanding of learners' commonalities and individual differences	43%	53%	52%	42%	
manage the learning environment to engage learners actively	9% 41%	50%	7% 52%	39%	
understand the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches	46%	50%	54%	42%	
create learning experiences that make discipline accessible and meaningful for learners to assure mastery of the content	9% 43%	48%	54%	40%	
connect concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues	50%	46%	54%	39%	
use, design, or adapt multiple methods of assessment ot documen, monitor, and support learner progress appropriate for learning goals and objectives	43%	50%	53%	41%	
implement assessments in an ethical manner and minimize bias to enable learners to display the full extent of their learning	46%	52%	52%	45%	

Question	Auburn Univers	sity Montgomery	Alabama Statewide		
plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs	46%	52%	53%	43%	
understand and use a variety of intrsuctional strategies and make learning accessible to all learners	41%	55%	50%	47%	
encourage learners to develop deep understanding of content areas, make connections across content, and applies content knowledge in meaningful ways	50%	46%	52%	44%	
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	50%	48%	55%	41%	
practice the profession in an ethical manner	35%	63%	38%	62%	
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	35%	61%	43%	54%	
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	43%	50%	49%	46%	
use assessment to engage learners in their own growth	48%	45%	53%	41%	
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	50%	46%	55%	39%	
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	46%	47%	51%	44%	

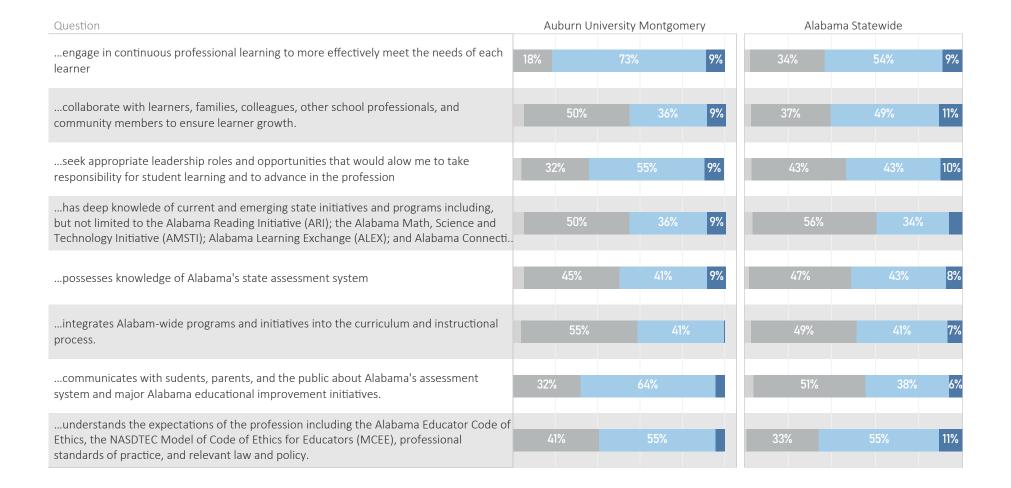
Responses to the First-Year Teacher Survey created by the Alabama Association of Colleges for Teacher Education

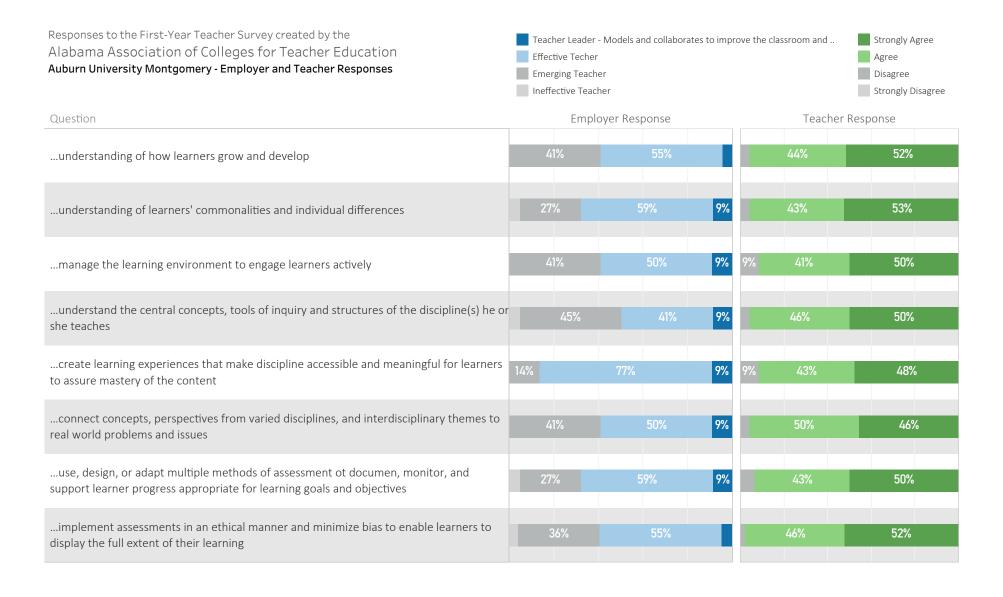
Auburn University Montgomery - Employer Responses





Alabama Statewide Question **Auburn University Montgomery** ...plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning 10% needs ...understand and use a variety of intrsuctional strategies and make learning accessible to 9% 12% all learners ...encourage learners to develop deep understanding of content areas, make connections 9% 9% across content, and applies content knowledge in meaningful ways ...use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs 9% 18% ...practice the profession in an ethical manner ...collaborate with others to build a positive learning climate marked by respect, rigor, and 11% responsibility ...engage learners in critical thinking, creativity, collaboration, and communication to 9% 11% address authentic local and global issues 14% 11% ...use assessment to engage learners in their own growth ...select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and 9% cross-disciplinary skills ...plan instruction by collaborating with colleagues, specialists, community resources, 11% families and learners to meet individual learning needs





plan instruction based on information from formative abd summative assessments as well as other sources and systematically adjust plans to meet each student's learning needs understand and use a variety of intrsuctional strategies and make learning accessible to all learners encourage learners to develop deep understanding of content areas, make connections	55% 45%	36% 45% 9%	46%	52% 55%
all learners		45% 9%	41%	55%
encourage learners to develop deep understanding of content areas, make connections				33%
across content, and applies content knowledge in meaningful ways	45%	41% 9%	50%	46%
use evidence to continually evaluate the effects of my decisions on others and adapt my professional practices to better meet learners' needs	68%	23%	50%	48%
practice the profession in an ethical manner	32%	55% 9%	35%	63%
collaborate with others to build a positive learning climate marked by respect, rigor, and responsibility	45%	45%	35%	61%
engage learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues	% 41%	41% 9%	43%	50%
use assessment to engage learners in their own growth	% 41%	36% 14%	48%	45%
select, create, and sequence learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills	% 36%	50%	50%	46%
plan instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs	55%	41%	46%	47%

Question	Emplo	yer Response	Teacher Res	ponse
engage in continuous professional learning to more effectively meet the needs of each learner	18%	73% 9%	43%	53%
collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.	50%	36% 9%	9% 37%	54%
seek appropriate leadership roles and opportunities that would alow me to take responsibility for student learning and to advance in the profession	32%	55% 9%	11% 41%	48%
has deep knowlede of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Fechnology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecti	50%	36% 9%	9% 48%	43%
possesses knowledge of Alabama's state assessment system	45%	41% 9%	20% 50%	30%
integrates Alabam-wide programs and initiatives into the curriculum and instructional process.	55%	41%	9% 61%	30%
communicates with sudents, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.	32%	64%	20% 46%	34%
understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy.	41%	55%	43%	50%